

AR NUMBER.

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THE FEDERAL MAGAZINE.

AND

"THE 'ALL-RED' MAIL."

Monthly Record of The League of the Empire, with which is incorporated
The Overseas League, and of The Imperial Education Trust.

EDITED BY E. M. ORD MARSHALL.

No. 114.

EASTER, 1918.

Price 3d. net.

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LEAGUE OF THE EMPIRE ANNUAL CONFERENCE IMPERIAL UNION OF TEACHERS.

FRIDAY, JULY 20TH, TO SUNDAY, JULY 22ND, 1917.

GENERAL SUBJECT FOR CONSIDERATION.

To trace the course of some special spiritual ideals in the following nationalities, and note the way they have been expressed in the Nation's character and materialised in the Nation's life.

The Anglo-Saxon. The French. The Russian. The Indian.

And, further, to consider at this crisis in the world's history how best may be assured to the child the spiritual equipment which is needed for his own development and for ensuring good service to the World.

MEETINGS.

Chairman: The Hon. W. A. HOLMAN, Premier of New South Wales.

DATE AND PLACE.	SUBJECT.	SPEAKER.
FRIDAY, JULY 20TH, 5 P.M., Caxton Hall.	"The Anglo-Saxon Ideal: Justice and Liberty."	Rev. WILLIAM TEMPLE, late Head master of Repton.

Chairman:	Monsieur A. DE FLEURIAN, Chargé d'affaires de France.
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SATURDAY, JULY 21ST, 3 P.M., Caxton Hall,	"French National Energies."	Professor A. V. SALMON, President of the British Federation of the "Alliance Française."
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Chairman:	Monsieur C. NABAKOFF, Chargé d'affaires de Russie.
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SATURDAY, JULY 21ST, 8 P.M., Caxton Hall.	"The Power of Service: a Fundamental Characteristic of the Russian Nature expressed in Literature and worked out in actuality."	Monsieur V. MOURAVIEU-APOSTOL.
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Chairman:	Sir MANCHEREE BHOWNAGREE, K.C.I.E.
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SUNDAY, JULY 22ND, 3 P.M., 28, Buckingham Gate.	"Domestic Love as the Foundation of Family and National Life as shown in Indian Literature and Indian Life."	A. YUSUF ALI, Esq.
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SUMMARY OF THE IMPERIAL EDUCATION WORK OF THE LEAGUE OF THE EMPIRE.

FORMATION OF THE IMPERIAL UNION OF TEACHERS.

The first Conference of the Teachers' Associations throughout the Empire was convened in 1912 by the League of the Empire in London, and lasted from July 13 to July 17. The names of over 600 delegates and members were registered at the Office of the League, each country of the Empire being fully represented.

The holding of this Imperial Conference, involving concurrent action on the part of teachers throughout the British Empire, marked an epoch in the annals of Imperial Education and also in the history of the League's work. From the outset the League's Council resolved to work systematically for the broad principles of co-operation in education throughout the Empire. The following short summary gives an account of what they have accomplished.

1901. Correspondence established between children throughout the Empire. This Branch now numbers over 36,000 members.

1903. Scheme for the affiliation of Schools throughout the Empire presented on behalf of the League to the Overseas Education Departments in a circular despatch by the late Mr. Joseph Chamberlain, then Colonial Secretary.

1907. The first Imperial Education Conference between the Education Departments throughout the Empire, convened by the League of the Empire.

One of the results of this Conference was the resolution passed in favour of a quadrennial Conference, and the announcement that the first Official Imperial Conference on Education would be called by the Imperial Government in 1911.

1909-11. The issuing of three Imperial Text Books under the Editorship of Professor A. F. Pollard (through the generosity of the late Mr. Louis Spitzel).

1911. Short Educational Conference to record the work of the League continued since 1907 by desire of representatives of the Overseas Governments.

1912. The First Imperial Conference of Teachers' Associations held by the League and attended by over 600 Delegates and Representatives from all countries in the British Empire.

1913. The first Annual Meeting of Teachers' Associations throughout the Empire convened by the League in July, 1913, when arrangements were considered for a future Imperial Conference of Teachers' Associations to be held in due course in Toronto, by invitation of the Government of Ontario. At this meeting the Imperial Union of Teachers was formally inaugurated.

Meetings of the Imperial Union of Teachers have been held each year since its inauguration, and amongst those taking part in the first Imperial Conference of Teachers, 1912, and in the subsequent meetings of the Imperial Union are the following:—The late Duke of Argyll, the Right Hon. J. A. Pease, President of the Board of Education 1912; the Lord Emmott representing the Colonial Office; the Right Hon. Sir George Foster, Minister of Commerce, Canada; the Hon. A. R. Pyne, Minister of Education for Ontario; the Hon. I. B. Lucas, Member of the Ontario Cabinet; the Hon. H. E. Young, Minister of Education for British Columbia; the Earl of Meath, the Earl of Selborne, the Right Hon. Sir Frederick Pollock, the Right Hon. Sir Gilbert Parker, the Head Master of Winchester College, the Hon. James Carroll, New Zealand; Mr. Cyril S. Cobb, Chairman of the London Education Committee; the late Sir Robert Lucas-Tooth, Sir Philip Hutchins, Sir Amherst Selby-Bigge, Principal Sir Harry Reichel, President R. Falconer, Toronto; Sir Robert Blair, The President National Union of Teachers, Mr. T. Reunert, Chairman Witwatersrand Council of Education, Sir John Macdonnell, Mons. Emil Cammaerts, Father Nicholai Velimirovic, Dr. Hoogenhout, Transvaal; Mr. A. I. Adamson.

THE ANNUAL CONFERENCE OF THE IMPERIAL UNION OF TEACHERS.

FRIDAY, July 20th, to SUNDAY, July 22nd, 1917.

OPENING MEETING.

Friday, July 20th, 5 p.m., Caxton Hall.

Chairman: The Hon. W. A. HOLMAN, Premier of New South Wales.

Subject:—“The Anglo-Saxon Ideal: Justice and Liberty.”

Speaker:—Rev. WILLIAM TEMPLE, late Headmaster of Repton.

The opening Meeting was held at Caxton Hall, Westminster, S.W., on Friday afternoon, July 20th, the Chair being taken by the Hon. W. A. HOLMAN, Premier of New South Wales. There was a large gathering, both of home and overseas members and friends.

The CHAIRMAN, in opening the meeting, read the following telegram, which he suggested should be forwarded to His Majesty the King:—

“The Imperial Union of Teachers, Chairman the Premier of New South Wales, sitting in conference, submit their duty to their Majesties the King and Queen, and their best service to their King and Empire.”

It was unanimously resolved that this telegram be dispatched to His Majesty.

The CHAIRMAN read the following gracious message, which had been received from Her Majesty Queen Alexandra, Patron of the League:—“I am to assure you of Her Majesty's sincere approval of the aims and objects of this movement, and to wish it all possible success.”

The Hon. President of the League, H.R.H. Field-Marshal the DUKE OF CONNAUGHT, forwarded a message of sympathy and interest; and General SMUTS, who was unable to be present owing to pressure of work in the War Cabinet, desired that his good wishes for the success of the Conference should be communicated to the meeting.

The CHAIRMAN, in calling attention to the purpose of the gathering, said an address was to be delivered by the late Headmaster of Repton on the Ideals of the Empire as they affected the problems of education. During the past few years there had been a singular revival of interest and enthusiasm in the problems of popular education in New South Wales, as well as a very decided effort to re-organise and place upon a better footing secondary and university education. During the past few years the total amount spent by the State of New South Wales upon education had been doubled, and he was practical and sordid enough to offer the suggestion that the educational problems which confronted the people of Great Britain must be approached from the side of ways and means.

The war, which had altered peoples' views in so many other connexions, had probably also accustomed them to consider larger and bolder steps than had hitherto been thought possible, and when the war was over, and the

country returned with renewed determination to a consideration of its own internal problems, he hoped the readiness with which money had been spent upon the means of destruction during the past three years would be quoted as an illustration of the corresponding ease with which money could also be spent upon the far nobler purpose of the education and the advantage of the masses. Those who had not that psychological aid in their campaign in Australia, who had to face a sheer dead lift and to overcome the public inertia which resisted all increase of expenditure, found that the only way to get a better educational system was to pay for it, and they had done so.

The results were beginning to show, and for that reason he was delighted to have the opportunity of contributing, even in a humble way, to the work of such an important educational Conference as that arranged by the League of the Empire. He had much pleasure in calling upon the Rev. WILLIAM TEMPLE, late Headmaster of Repton, to deliver the first of a series of addresses to be given at the Conference dealing with the ideals which must guide the educational reformer.

THE ANGLO-SAXON IDEAL: JUSTICE AND LIBERTY.

The Rev. WILLIAM TEMPLE (late Headmaster of Repton) desired to lay down at the outset that one of the aims in all educational work with regard to the citizens of the Empire must be to train them in the art of thinking politically, by which he meant to acquire the habit of grasping the essential factors of any situation on which the judgment of the country might have to be formed, and of determining in broad outlines what were likely to be the results of pursuing any of the possible lines of action in regard to such situations. It was mainly through the teaching of history that that part of the task must be accomplished, because only thereby would the reality of politics be presented in a form which made it possible to adopt any scientific attitude towards it and to employ a scientific method. History could be used as an instrument of education in a tolerably scientific way, although it was impossible to make it as exact in scientific method as the study of physics or chemistry. It was possible to use history as a kind of laboratory for political purposes, and that he thought was the use which ought mainly to be made of it.

It was plain from the title he had given to the subject with which he was dealing that he believed the ideal for which the race stood might be expressed by means of the combination of the two terms justice and liberty. The main subject of the meeting was to consider the chief contributions to the development of humanity made by the Anglo-Saxon, the French, the Russian, and the Indian nations, and he believed the special contribution which the Anglo-Saxon nation had made was to be found in the sphere of justice and liberty. There had been a good deal more talk about liberty than justice, at any rate prior to the emergence of the socialist movement. Liberty had been the noise used to stimulate political feeling. But as

soon as they got away from the realm of feeling to the realm of thinking they immediately shifted their ground from liberty to justice.

The particular nature of our political liberty was that it rested entirely on the supremacy of law, particularly what was called the common law. Law had always been regarded in England as having a kind of absolute authority. A custom which had become so invariable as to be accepted by the people as a law became equally binding with definite edicts of the Government. Questions were referred to the Courts and not to the legislative body, and the function of the Courts was to determine what the law was in a human rather than a technical sense. What gave the rule of law its power was the sense of justice in the community. Though the law was bound to be rough and ready because it dealt in generalisations, and could not exactly adapt its treatment of individuals to what would best suit the needs of those individuals, it at least embodied the principle that all persons were equal and had equal rights to its protection.

The peculiar quality of that liberty, as distinct from the liberty of the leaders of the French Revolution, was that the latter was far more abstract and far nearer to the barren principle that everyone ought to be able to do as he liked. With the Anglo-Saxon race liberty had always been a safeguarding of rights supposed to exist in the individual apart from any particular act of the governing authority. The natural result was that liberty was for a long time regarded with a good deal of suspicion by the governing authority. We became a single nation far earlier than most of our European rivals, and there was no document more important in the development of our general constitution and outlook upon life than that in which Edward I. summoned his first Parliament, calling upon the knights of the Shires to name representatives who were to have full power to decide what should be the law of England about various matters.

Another point which must be noticed in the ground work of our demand for liberty was that a highly centralised government was much the easiest to work, and there was a very strong tendency at the end of the 15th and all through the 16th Century towards absolutism. In some places it entirely succeeded, and in others it entirely failed. In the main it would be found that where it succeeded there were no religious divisions, and where it failed religious divisions were acute. In England there were religious divisions right through, and it was broadly true to say that the thing that saved liberty, and in some countries created it, was the necessity in certain countries that people were under of asserting the right of the individual against the State to worship in accordance with conscience. Although he did not think it could be said that our liberty was actually religious in its origin, it was certainly true that there were marks upon it of having passed through a period of the fight for conscience, and the same was the case all over Europe. Those seemed to him the main roots at the back of that liberty which we were so much disposed to boast

about as the priceless inheritance of the British race, mainly the sense of justice and respect for law, and, secondly the fact that we had passed through a period when conscience in the matter of worship had had to fight for its rights and had won them.

Then came that very disturbing factor into the delicate balance of liberty and law called the Industrial Revolution. The protection of the State was virtually withdrawn from the individual as far as all economic questions were concerned. The State was almost entirely under the control of the well-to-do classes, and they were not so much negligent of but ignorant of the facts which the Industrial Revolution was producing throughout Lancashire and Yorkshire and the north of England generally. It was only since that happened that we had come to realise how fundamental were all economic questions to the fabric of society and the freedom of individuals. From 1780 onwards the great change began, and individualism became rampant. Liberty then ceased to be interpreted as something standing side by side with law, and law came to be regarded as an inevitable evil, a check on the abuse of liberty. Mill regarded legislation as action taken by one set of people in restraint of another set of people, whereas in a really democratic state Parliament spoke in the name of the whole community. In a true democracy, legislation was in the nature of self-discipline; it was the making of good resolutions by the whole community, and the penalties attached were likely to be enforced. The writers of the early Mill school saw none of that; their conception of liberty was simply a negative one of being left alone, and under that the employers, through the pressure of competition, gave the worst possible terms to the employees. Owing to the horrible condition of things that existed Lord Shaftesbury introduced the great Factory Acts, which were opposed by the protagonists of liberty, who said that the employer should be left to do right or wrong according as his conscience directed him. But everyone now knew that the real freedom both of employers, and most emphatically of employed, was safeguarded and guaranteed by that legislation.

The Factory Acts were steps in the development of freedom, because neither in the individual life nor in the community was freedom, in the sense of absence of control, worth a halfpenny. What mattered was not the absence of control but the winning of self-control. The freedom that was worth having in the nation was self-control. Everyone was under everyone's control. The maintenance of the community was recognised as being the first purpose of life, and the community was asked to prevent people from acting in such a way as would ruin it. The test of good legislation was to be found in whether it brought about self-discipline. How was that to be applied in education? If people were to be trained in political thought it would not do to train them only in the classroom. Everyone knew that the main interest of the universities and the public schools was not with instruction but with the common life. The essence of the matter was

membership in a community, and partly under pressure from competition outside the instruction was becoming tolerably efficient. But however efficient it became, it would be true as long as those schools lasted, that the main thing required was that a scholar should be a member of the school. One result of that was the dominance of athletics, because the kind of things a boy could do to serve his school or his house were naturally rather few, and the most obvious way of serving the community was by getting distinction for the house or for the school, and the field for that must always mainly be athletics. It was the same at the universities; the main business of education at Oxford and Cambridge was accomplished by being residents of the university. When a man sought a degree at Oxford the first thing asked of him was "Have you lived here three years? Are you a member of this society; have you lived under its influences so that we may expect to find your whole outlook upon life influenced by it?" Provided the answer "yes" could be given to that, the university went on to say: "Are there any three subjects in this wide universe about which you know any mortal thing?" Provided the answer "yes" could again be given, one more question was asked—"Are you by any miserable mischance a woman?" Provided the student could say "no" to that, then he was a bachelor of arts!

However much the intellectual demand was heightened, he hoped the old standard would remain pre-dominant that the primary business was life in the society. The best products of the university and public school system had gone into the imperial administration, and although many criticisms could be brought against that administration he did not think anybody would question that it was by far the best administration on a large scale of which history had any record, largely because of the training in the art of living with other people which the school and university system gave. The point that was dominant in that life was the all-round acceptance of the rule of law, which was the basis of liberty; and the laws which held together that community were the customs of the place and everything that went to make up the special traditions of the school. They were the rules against which no individual dreamt of offending. With regard to the actual training in political thought which could be given by direct instruction, the period of education was so short that it must be conducted with a view to the future—he did not mean the commercial future. There was a great danger at the present moment that our educational advance was going to be largely governed by people whose main conception of education was to enable men to become better producers of wealth, whether for themselves or for the community. He submitted that educationists were concerned mainly with the production of better citizens, and that citizenship was of far greater importance than industrial efficiency. Industrial efficiency should come in as a part of general good citizenship. It must be mainly through historical teaching that training in political thought was given.

Then he desired to mention his heresies. He thought it

would be necessary to "unload" history a great deal. The further off an event was the less important it was. It was necessary to teach history backwards, with a view to instructing people where we are now. But that did not mean that the further back in date an event occurred the less important it was. There was no set of problems more like our own in some respect, than some of the problems of the ancient Greek and Roman civilisation. For the people who had the capacity to read fast enough to master the subject there was no better training than the study of the Greek and Roman civilisation. Nearly all good administrators had been brought up on the Greeks and Romans. It possessed the enormous advantage that the civilisation could be seen in its completeness from beginning to end, whereas our own civilisation had not come to an end, and it was impossible to say which particular elements, if any, were going to destroy it. History was very largely written with a view to developing the sense of national glory, a perfectly futile object. What was required was truth, and exactly so much glory as the truth gave occasion for. In the ordinary school history all those events should be cut out at once which had led to no appreciable results.

Everybody was tremendously exercised about the education that was to follow the war, and he very much hoped that real democracy was going to have a considerable say in the type that should be adopted. As President in England of the Workers' Education Association he desired to thank the Chairman and those he represented for the magnificent assistance which the Government in New South Wales had given to the Workers' Education Association in the last few years. In Australia, as in England, the main volume of the demand for real educational advance as against a mere increase of technical efficiency was coming from the working people, and it was they who must be consulted. The subject must be treated from their new angle of vision as well as from other angles; a beginning must be made from where they stood if their confidence was to be gained. To his mind one of the most hopeful signs of the future was that labour was now turning its attention to education as the primary need if it was ever to achieve those ideals which it had set before itself.

Miss BURROUGHS (Principal of St. Hilda's Hall, Oxford) thought it was necessary to realise that the strength of the Anglo-Saxon system lay in its government, and that was one of the great means available for political education and thinking in the present day. Different problems existed in different parts of the Empire. In the days of our forefathers the central Government was peripatetic, and therein she thought lay a solution of the extremely difficult questions of the Government of the Commonwealth, and how Parliament was to be made really imperial. Was it not possible to have a Parliament which sat alternately in London and in other parts of the Dominions? In early days the central Government was weak, and the central Government of the Empire could not be very strong until the problems that had to be dealt with were learned. In olden times every free man in the community could

attend folk-moot in his neighbourhood, and had a chance of personal promotion if he had brain and ability. Herein a beautiful ideal of fellowship was set forth. If there were social and administrative difficulties they could join in thinking out what was the best system for all, taking the King as the leader and working round him in fellowship. This ideal was frequently expressed in the Anglo-Saxon poems. In like wise should not the children of the present day be taught that although there must be different qualifications and different ranks, there could be a real fellowship between them all as a nation, each part recognising what the one owed to the other. The Anglo-Saxon was agricultural and not industrial and commercial, but it ought not to be beyond the wit of man to devise some means whereby the above principle should be applied to the industrial and commercial communities as well as to agriculture. Lastly, there was the continuous presence of religion in the life of the Anglo-Saxon people. The moral side of a man's life was recognised publicly; the church was the building round which everything else clustered, and it was used for the service of the community.

The CHAIRMAN said that he was in hearty agreement with what Mr. Temple had said in regard to the political side of affairs, but he dissented from his views on the question of education, and he did so from the point of view of a man engaged in affairs who saw what the products of the present educational system actually were. Those who lived in the world sometimes had more opportunities than recognised experts on education of knowing whether or no the education given had entirely succeeded in its object. He had grave personal doubt as to whether the present state of things was so entirely satisfactory as it should be, even when all allowance was made for those intellectual deficiencies which had been so admirably touched upon by Mr. Temple. The ideals of education in Great Britain had turned out men of high character, of honour, of unselfishness and disinterestedness in public affairs who had been governing the country for many years past. Was that enough by itself? Were they to go on to the end of the chapter "suffering fools gladly" because they had all those moral qualities? He thought not. In addition to those great qualities a good deal of saving common sense was also required. If he had been one of the soldiers engaged on the Mesopotamia expedition, it would not have consoled him to know that the men dealing with the medical equipment were of unblemished character, he would have required that they should also remember the bandages. He was disposed to feel that we were apt to ignore those practical questions. England for the first time for many hundreds of years was exposed to definite and tangible perils, such, for instance, as the danger from air raids and of its supplies being cut off by the submarine campaign. A layman like himself naturally looked to the old and famous educational institutions to see what sort of men they were turning out to cope with such practical problems. Coming face to face with the question of our own scientific equipment for meeting these perils, he found

that the country was depending wholly upon imported ideas. The idea of the flying machine came from the Smithsonian Institute in America; the idea of wireless telegraphy came from Italy, and the idea of the quick-firing guns used to try to bring down the flying machines came from France. These new ideas had revolutionised warfare, and had made the war of to-day utterly unlike the war of a hundred years ago. These questions had to be faced in a spirit of practical common sense illuminated by a full knowledge of what science had to contribute towards the affairs of to-day. It seemed to him that our present educational system failed in that respect. We were confronted with problems upon which the academic processes of instruction threw very little light indeed. The present century was unlike other centuries in many respects. The study of recent history, even of Napoleonic history, threw only a limited illumination upon the problems of our war leaders at the present moment; in the same way he was driven to the conclusion that the study of classics and of the history of past ages illuminated even less the problems which would continue to confront the nation on the declaration of peace. He accepted Mr. Temple's statement that the latest history was the most useful, but even when that limitation was imposed a stage had arrived in the development of mankind at which certain problems had emerged upon which history cast practically no illumination at all. These problems must be faced by the next, if not by the present, generation in a spirit of mastery. The aircraft and submarine menace were simply examples of a thousand such difficulties which beset us at the present time.

Education in the past had undoubtedly turned out admirable administrators. There was in England to-day, as the result of past educational methods, a body of leisured public men devoting themselves to the management of public affairs, who had helped to create a public spirit which was lacking to a greater or less extent in less favoured countries. All that was so much to the good, but it was necessary to go further. The country was at a definite parting of the ways. It might happen that an invention of a new machine for detecting submarines, or a method of stabilising aircraft, or some other purely mechanical device to which great minds had not devoted attention, would be a decisive factor in regard to what the future of England was to be. We should not "muddle through" this war as our ancestors have done through many a war before.

That seemed to him to be the weakness of the present scheme of education to which he drew Mr. Temple's attention. It was perfectly true to say that the schools were not instituted to turn out inventors, and the universities were not technical colleges. Yet the schools and universities must create an atmosphere which enabled the students to understand what were the decisive factors in the world of to-day. He held that Liberty and Justice could be maintained and protected by the employment of weapons which came into the same category as the weapons which were now being so unscrupulously used to destroy it, and

suggested that, in addition to the noble ideals to which Mr. TEMPLE had directed attention, there should be added the ideal of a fuller knowledge and a stronger grasp of the material problems which surround us.

The Rev. WILLIAM TEMPLE, in reply, said that, while he entirely recognised that means were required for defending Justice and Liberty, the subject of his address was Justice and Liberty, and not the means of defending them. He did not mean to suggest that the present state of affairs was satisfactory, and that there was nothing left to be done in connection with the instruction in public schools. The chief danger had not come through any deficiency in scientific training in the schools and universities, because he believed that, as a matter of fact, our science was as good as anybody else's; but there had been a habit in the public mind which had refused to apply science to the realities of life. The masters of industry and the Government had refused to apply the science that was waiting for them. As a result of that refusal to utilise science in industry and in the needs of the Government, scientists had tended to become more and more abstract in their pursuit of the subject, and that had been a great loss to the country. The chief impression made on his mind, after reading the report of the Mesopotamia Commission, was not that somebody had made a muddle, but the enormous dangers of governing by means of a close bureaucracy. He wanted to tilt at the system, and not at anybody whatever. That kind of muddle, particularly in the old days, was usually associated with military affairs, and what was the matter with this country as regards inventions for military purposes was that the country as a whole did not believe in war. Before the present war the boys in the army class at school, apart from the Woolwich candidates, were the boys that were going to fail otherwise. He agreed that if Liberty and Justice were to be defended, the country must be scientifically equipped. The matter before the meeting, however, was what were the ideals of the Anglo-Saxon race?

Sir FREDERICK POLLOCK, in moving a hearty vote of thanks to Mr. Holman for presiding and to Mr. Temple for his Address, mentioned that he was told a few years before the War, by a very intelligent German student of natural science, that the Cavendish Laboratories at Cambridge seemed to him to be better organised than anything he had seen in German universities, and if Mr. Holman visited the Cavendish Laboratories he would find they had acquired a good deal of useful knowledge in regard to explosives and other subjects which were necessary for the purpose of teaching the Germans that freedom and justice prevailed over machinery and despotism. He thought our old seats of learning were by no means as effete as a good many people thought. Unfortunately, however, classics were taught in an obsolete fashion, and two or three years might be saved out of the four years' school course by the use of more rational methods.

The Resolution of thanks having been carried by acclamation, Mr. Holman briefly acknowledged the compliment and the meeting terminated.

SECOND MEETING.

Saturday, July 21, 3 p.m., Caxton Hall.

Chairman:—Monsieur A. DE FLEURIAN, Chargé d'affaires de France.

Subject:—“French National Energies.”

Speaker:—Professor A. V. SALMON, President of the British Federation of the “Alliance Française.”

Sir PHILIP HUTCHINS, K.C.S.I. (Chairman, League of the Empire), announced that Monsieur de Fleurian, Chargé d'affaires de France, who had promised to preside over the meeting, had unexpectedly been called away on another engagement, and that M. le Baron Prosper de Barante had been kind enough to take his place.

Those who were present at the meeting on the previous day would remember that a telegram was sent to their Majesties by Mr. Holman, the chairman of the meeting; the following reply had since been received from Buckingham Palace: “The King and Queen command me to ask you to express to the members of the Imperial Union of Teachers their Majesties’ sincere thanks for the message which you have sent on their behalf assuring their Majesties of your duty and best services to the King and Empire.—STAMFORDHAM.”

The CHAIRMAN (M. le Baron de Barante, First Secretary of the French Embassy in London) said that before introducing his countryman, Professor Salmon, who was to deliver an address on “French National Energies,” he was afraid it was necessary for him to introduce himself. Monsieur de Fleurian, the Chargé d’Affaires of the French Embassy, who was to have taken the chair, had been called away by his official duties just when he was leaving to come to the meeting, and had requested him to take his place. His compatriot, Professor Salmon, had lived in England for many years as a professor of Romance, Philology and French literature in the Universities of London and Reading. He had published, or collaborated in the publication, of many works, such as the Dictionary of Old French Dialects published by Godefroy, and had also produced or brought out an edition of the Customs of Beauvois by Philippe de Beaumanois, a French jurisconsult of the XIIIth century. Last, but not least, he had been since 1904 President of the British Federation of the “Alliance Française,” and he had been, and still was, one of the most ardent workers towards bringing about the Entente Cordiale, of which hand-in-hand they were reaping the fruits on the battlefields not only of Europe, but of Asia and Africa. Professor Salmon would refer to the wonderful re-awakening of French national energies, and would show how the French people had, at the most critical period of French history, astonished the world, and especially those who systematically ignored the influence of her teachers who, in all the branches of education, had silently and patiently worked to develop the best qualities of her youth and her manhood.

FRENCH NATIONAL ENERGIES.

Professor A. V. SALMON (President of the British Federation of the “Alliance Française”) said that indulgent friends had induced him to address the meeting in English, but his command of the language was so imperfect that he felt he must crave indulgence for his defects and his presumption in favour of the subject, and by virtue of the proverb: “The will is taken for the deed.” His hearers might, perhaps, have thought when they read the title of his address, “French National Energies,” that they would have to listen to heroic stories of the war. Nothing would have been easier for him to do, and he could have related many admirable deeds, some of which have never been published and were known personally to him. But it seemed to him that in the present gigantic struggle, in which French and British, Belgians and Italiens, Russians and Serbians, Rumanians and Portuguese, Montenegrins, Greeks and Americans showed the same spirit and devotion it would not have been dignified to extol his own country above her Allies. He wished, on the contrary, to try to show from history, with the aid of a few examples, that the France of to-day was only, in her immense display of energy, true to her national traditions.

In the first century A.D., between the years 14 and 17, a famous Greek historian and geographer, Strabo, said that a country so well and judiciously laid out as Gaul was a proof of God’s existence, and that a great nation would some day grow up between its frontiers. Strabo’s prediction had been realised; the country had created the people. France was a “Patrie,” and, in spite of a sprinkling of German, Scandinavian, Roman, Greek and Arab, the pure blood of the Gauls still ran in the veins of the French of to-day.

The history of how French unity and French “Patrie,” were established through centuries of struggle was one of the most striking proofs of their power and national energy. Many a time in the course of 19 centuries that unity was threatened, but as many times the sure instinct of the French people fought against the perturbing forces and vanquished them. Whatever its other faults it would be to the eternal honour of the French Monarchy that it understood that feeling and realised French unity. Clovis foresaw and tried to prepare French nationality, but internal wars between his feeble successors put a stop to the movement. Charlemagne reconstituted the unity of Gaul, but his work, like that of Clovis, did not outlive him, and feudalism was set up on the ruins of his Empire. National unity, the foundation of a great “Patrie,” was the patient work of the French monarchy. The policy of the French kings and their ministers and of the Governments by which they had been replaced, had been for the past 1,200 years a continuous and lasting work, having for its object the State, the “Patrie,” a greater France, and it was a magnificent example of national energy.

The French Revolution found the French unity constituted, or nearly so, but it must be acknowledged that before 1789 love of “Patrie” was still only an instinct, a

feeling. Moral and political unity were at last realised by the Revolution owing to the national energy, of which France had already given so many proofs and was to give so many other proofs during the nineteenth century. He desired to give a few examples of that in the last part of the nineteenth century. Some of those present would remember the Franco-German war of 1870, when the feeling was expressed at the time that France was crushed, undone, ruined for ever. The Germans imposed on her a war indemnity of £200,000,000, and in addition the French had lost through the war a sum of at least 200 million pounds sterling. The indemnity had to be paid to the German Empire in three years; it was paid in a year and a half. The French business and commercial people found in their stockings the 200 million pounds necessary for the liberation of French territory.

Then the work of reclamation took place. Week by week, month by month, year by year everyone in France was working not only to help the "Patrie," but to make it greater and greater. Just at that time a fresh disaster overtook France. The south of France, which had escaped the German invasion in 1870, largely depended for its prosperity on the cochineal industry, the silkworm industry and the vine. The cochineal industry was ruined by the progress of science; an awful disease afflicted the silkworms; and suddenly in 1875-1876 the vines were attacked by phylloxera. Half of the French Departments were attacked; centuries of work, experience and technical knowledge were made useless; and the loss in the South of France amounted to 400 millions sterling. But the loss in money was nothing in comparison with the loss in work, exchange, activity and confidence. What would happen in this country if suddenly the coal mines of England, Wales and Scotland were exhausted, and not another hundredweight could be obtained for British industry? What would happen if all the Australian cattle were suddenly stricken by a mortal disease? What would happen if all the fruit-trees in New Zealand were struck down by a storm or some other cataclysm? What would happen if the Canadian cornfields were burnt down or afflicted with blight? Would it not cause the nation to lose heart? Would it fight against fate, and hope against hope? But that was what France did in 1878. She found salvation when she believed there was none. The fields were sprayed with sulphur and the bordeaux mixture, and America, from which the devastating insect had come, sent her the plants which were to help the French vines. The wounds were healed; the French vintage again flourished, and in 1880 fifty million hectolitres of wine were produced, the same quantity as in 1870, which was the best year in the whole of the nineteenth century. Was it not possible to pay solemn homage to the energy, endurance and tenacity of a people who planted again and again, waited for three years for the first grape, then for the good crop, and then for the benefit, always working, when life was so short, not for to-day, but for to-morrow and for the future? That was what the nation of dance-masters had done!

It was not his intention to speak of the war, but there were some aspects connected with it which could not be left aside. When in September, 1914, the north of France was invaded, she lost the most important part of her coal fields. In peace time France produced 40 million tons of coal, and as she required 60 million tons for her industries she imported the remaining 20 million tons. Owing to the invasion she lost 30 million tons of her own production, which meant that, even if the necessities of the war had not called for more and more coal, France would have been short of 50 million tons of coal per annum. In September, 1914, it was quite impossible to import coal from England, all the British transports being occupied in taking the army to France, and it was also quite impossible to import coal from America. The situation seemed absolutely insoluble, but France was able in three months to find the requisite 50 million tons of coal. All along the south-east of France are the Alps; between France and Spain there are the Pyrenees; and in the middle of France there is a succession of mountains called the Plateau Central. French industry had already made some use of the torrents and streams which ran down from the summits of the Alps to produce electric power, and in 1913 obtained from what was called "white coal" 475,000 H.P. As soon as the war broke out, the plants for producing electric power in the Alps were increased; new plants were erected in the Pyrenees, and Plateau Central, and in May, 1915, 738,000 H.P. were obtained from these sources, and at the present time nearly 1,000,000 H.P. per day are obtained from the streams of France by means of which guns and ammunition have been produced. Through the use of that 1,000,000 H.P. France was able to lend to the British Army in May, June and July, 1915, the explosives she required. After the war that step in advance would not be lost; the electric power would be utilised further and further away from the source, and before many years had elapsed the water from Mont Blanc would supply the electricity for a town 500 miles away from the mountain!

He would not mention the work done by the girls and women in connection with the Red Cross and in the munition factories, but he desired to refer to the labour carried out by the French women at home after their husbands and brothers and sons joined the army on mobilisation. On the 3rd August, 1914, all the men of military age left home. It was just at the beginning of harvest time, when workers were more required on the land than at any other time. Nevertheless all the harvest was got in; not one sack was lost, due to the magnificent work of the women of France; and the same thing had happened at each successive harvest since. The French women had distinguished themselves also in the same way in the towns, and had successfully carried on the businesses of their husbands. The fisher women of France had also done similar work; they had manned the boats, gone to sea, gathered fish and oysters and sent the produce to the French markets and the hospitals. He could give many other examples of French national energy, but he would content himself with quoting

the verses in honour of France written more than three centuries ago by George Beauchanan, a great Scot, who lived in France for many years, and who was a teacher in one of the French universities, and who, on coming back to his own country, wrote :—

At tu, beata Gallia.
Salve, bonarum blanda matrix artium.

Victu modesta, moribus non aspera,
Sermone comis, patria gentium omnium
Communis, animi fida, pace florida,
Jucunola, facilis, morte, terrifico minax.

Miss BEATRICE CHAMBERLAIN said that Professor Salmon began his address by apologising for his inefficient command of the English language, but she was enormously impressed by the fact that if a Frenchman spoke English at all he always displayed a mastery of the tongue. It was the rarest thing to hear a Frenchman speaking in English use a word in a wrong sense ; if he did so, it was likely to be in some simple observation connected with the weather or the time of day. As soon as he dealt with an abstract subject or anything difficult he never made a mistake, and Professor Salmon had given the most conspicuous proof of that fact. She thought it must be the respect with which the French treated their own noble language that enabled them to approach any other language worthy of consideration in the right spirit, that made them especially anxious to master it, and use it as it should be used. Judging from hearing a Frenchman speak in the English language, she thought there was nothing difficult about that language except the pronunciation, the reason being that the French could not make up their minds to treat our spelling as the hopelessly illogical thing it was. They could not make up their minds to leave out all the letters that stood for nothing ; they could not dare to think that a syllable should be pronounced at one moment in one way and the next moment in a totally different way ; they could not believe that the same word with a slightly different ending would change its sound altogether ; and in consequence an Englishman generally knew a Frenchman at once, not by his misuse of the language, but by the pronunciation he gave to it. She thought it must have been a happy provision that, while those people whom Britishers did not now care to mention spoke English with an accent which was always extremely objectionable to them, the French accent was always pleasant to listen to.

She wished that Professor Salmon had told some of the tales of French valour in the present war, but the persevering efforts of peace time possessed their heroic qualities almost as much as the gallant sacrifices of war time. She felt that the French nation possessed, besides certain moral virtues, two great qualities of the cardinal rather than of the Christian order, intellect and energy. She was not one of those who believed that the English were a stupid people, but she thought they were an intellectually lazy people. In that respect they ought to study the French, who were

people of excellent minds, of which they made an excellent use. They did not go to sleep at middle-age, and that was one of the reasons they had shown themselves so extraordinary competent in the present war.

The French people had triumphantly carried themselves through all their difficulties because they had turned the full force of their minds upon them ; they thought the problems out, and proceeded with energy to execute their decisions. That was one virtue that might be learnt from the French. The British possessed tenacity in sufficient quantity, and that quality must not be allowed to go. Ever since 1870 the French had faced again and again desperate situations. They had brought to their solution their own remarkable and wonderful qualities, and the love of the land that bore them had warmed the cold light of French reason into a splendid flame and carried them through.

It was a great thing for this country to be associated with a people whose qualities were not the same as ours, but in many ways completed them, and she believed it would be to the advantage of both nations that they had been brought into contact under circumstances that had given every confidence in, and admiration for, one another. This country had much to learn from France, and she believed it was in the way of learning it. In the meanwhile, she thought the meeting would like, through the representatives of France present at the meeting, to send a message of deep gratitude as well as of profound admiration to the French nation. Such a message she would venture later to put before the meeting.

Lieut. H. W. P. SLOMAN (Headmaster of the Grammar School, Sydney, N.S.W.) thought it was not too much to say that the future of the world was going largely to be determined by England and France, and in order that their joint contribution to civilisation, not only material but intellectual and artistic, should be complete, it was of the very first importance that England and France should arrive at a completer understanding of one another than they had done in the past. The two nations had found it extremely difficult in the past to understand each other, the reason being that they did not possess the same qualities. The English nation possessed qualities complementary to those of the French. He thought that if there was one thing the British nation lacked it was intellectual honesty, while the French were amazingly intellectually honest.

Coupled with this quality was the French capacity for enthusiasm. Britishers possessed this to some extent, but they were desperately anxious it should not appear. For the last three weeks he had been living, during a divisional rest, in a small French village, and had been billeted with a perfectly charming couple of old Picardy peasants. They worked frightfully hard in the fields, and they had had soldiers billeted on them more or less continuously for three years, but the kindness they showed him was absolutely unbelievable. The old lady "mothered" him from the moment he went there. She gave him a cup of coffee in the morning before he got up, and he frequently used to find a

plate of cherries or other fruit from the garden waiting for him when he returned at night. That had occurred not only in one place, but in three different places during the past year, and it had occurred to hundreds of thousands of others.

The tenacity of which Britishers prided themselves was at least equalled, if not surpassed by the tenacity of purpose coupled with the intellectual honesty and enthusiasm which the French nation as a whole possessed. The qualities of the French that were displayed in overcoming the troubles connected with the vines would, he was quite sure, be shown again after the war in the stupendous work of reconstruction. He did not know why a certain number of people in England and other countries had the idea before the war that France was what they called decadent. He supposed it was the result of our ignorance, largely due to our very imperfect knowledge of the French language. Before the war France was certainly far ahead in practically all fields of art—music, poetry, novel writing and probably painting—and after the war he believed there would be an extraordinary artistic development. He believed that in the future there would be a coupling of the national characteristics of England with the national characteristics of France, and that would be obtained by means of a completer understanding of the one nation by the other.

Sir PHILIP HUTCHINS, K.C.S.I. (Chairman, League of the Empire), said that the present series of meetings was the first at which some of our great Allies had been represented in the discussions, and it, therefore, did not seem out of place that he should draw attention to the work of the League of the Empire and the Imperial Union of Teachers, and give some indication of how it was hoped to develop it in the future.

The League of the Empire was the first to bring together for consultation the educational departments of the British Empire, and, after His Majesty's Government assumed responsibility for those official conferences, a conference was called of the teachers' associations throughout the Empire, and the Imperial Union of Teachers was formed. Thus far only Britishers had taken part in the proceedings, but no Empire could shut itself off from the countries allied to it, certainly not in education, and no work could be deemed to be really alive unless it was growing in activity and usefulness. The present war had brought together all the progressive and democratic peoples, and it might reasonably be supposed that those who were now co-operating in the stress of warfare would continue to work together when they had obtained that peace to which they all looked forward with hopefulness. Future meetings of the Imperial Union of Teachers would always include representative of our honoured and gallant Allies, if they would favour the League with their presence and co-operation.

From what he had heard that afternoon he thought great help might be derived from the generous heart of the French people, and he felt that any scheme which might be embarked on ought to be carried out in consultation with them

and our other Allies. He desired to give one illustration of what might be done if they worked together in concert. One scheme which interested the League very much at present, and which had already been opened up on a very modest scale, was that of providing small travelling scholarships to enable teachers to visit countries other than their own, and there to examine into the conditions of education, and the social life which was so bound up with education, because everyone would agree that the bringing up of the child was at least as important as its scholastic instruction. He said "small scholarships," because nothing excessive was contemplated, but only just sufficient to visit another country for a certain time—it might be a term or two, or a year, or for whatever period they might be able to obtain leave. It had been found that those teachers who had enjoyed that advantage had brought back most valuable experience and a widened outlook, and were certainly much more useful to their own country.

His proposal, therefore, was that, as a sort of a peace memorial of their own, they should establish as many such scholarships as possible, say, of £50 each. The League was not a rich society, and in the present difficult times it was bound to exercise the utmost possible economy. He asked if there was any one present who would consider the possibility of offering a teacher's scholarship of £50 for next year.

Mrs. H. S. STRATHY, Hon. Secretary of the League for Canada, said that Canadians welcomed very much the idea of the establishment of travelling scholarships, and she hoped it would also be possible at some later date for the Imperial Union of Teachers to hold a meeting in Canada. When they did so, Canadians would have the great pleasure of showing them some of the most loyal Canadians, namely, the French Canadiens. Canada had had the great privilege from earliest days of benefitting from the spirit and the traditions of France. There was not a province in Canada which had not pathways that were originally tracked by the French voyageurs; there was not a province that had not here and there a memorial to the heroism and the whole-hearted devotion of the Jesuit fathers. No matter how great Canada grew she could never have a more magnificent heritage than the heritage that France had given her.

Miss BEATRICE CHAMBERLAIN then laid before the meeting the following resolution, and asked that the Chairman be kind enough to convey it to the proper quarter:—

"The Imperial Union of Teachers, assembled in conference, desire to offer, through the Chairman of the afternoon, Baron Prosper de Barante (Secretary of the French Embassy in London), the homage of their profound admiration and gratitude to France for the example of energy, ability and devotion to duty given by the French nation during three years of war."

The resolution was passed by acclamation.

The CHAIRMAN said he was very much touched with the kind words that had been spoken and the thoughts expressed by the resolution, which he would convey to the Embassy with the greatest pleasure, and he cou'd assure the meeting that it would be forwarded to the French Government,

On the motion of the Rev. STACY WADDY (Delegate, Sydney Head Masters' Association), a hearty vote of thanks was accorded to Professor Salmon for his address, and to those who had taken part in the discussion; and, on the motion of Sir PHILIP HUTCHINS, a cordial vote of thanks was passed to M. le Baron Prosper de Barante for presiding.

The CHAIRMAN, in acknowledging the compliment, said it had afforded him the greatest pleasure to make the acquaintance of the members of the League of the Empire and of the Imperial Union of Teachers. He reciprocated the kind words which had been said about France, because Frenchmen also possessed the greatest admiration for England, and felt that the English character completed what was lacking in their own.

The full report of the two concluding meetings will be given in the next issue of the MAGAZINE.

LEAGUE NOTES.

Change of Address.

We have to announce that for this year the Home Centre, i.e., the Club section of the League's work at 28, Buckingham Gate, will be closed. The term for which these premises were taken is expired, and in view of war conditions it is considered best not to try to renew the lease.

Sir Leonard Lucas-Tooth, the kind benefactor of the Home Centre, yet continues liberal support to the League, and hopes that in another year the work may be re-established on a yet more stable basis. After the 25th March, therefore, the address of the League will be 48, Catherine Street, Buckingham Gate, a house only a stone's throw removed from the present site.

This house has been taken as the new headquarters because it provides special accommodation for the continuance of the War Depot as well as for the general offices of the League. The Executive Committee feel that this is an important consideration, as the depot supplies large quantities of comforts to the wounded and those in need or distress through the War. It is hoped that members will meet the Executive Committee at the new premises after Easter. Although owing to the difficulties of food conditions lunches will not be served, they will yet find a comfortable lounge where they may have afternoon tea, as well as a public writing room.

Empire Day Celebration.

The Empire Day Service this year will take place on June 1st in St. Paul's Cathedral. The following Associations are again co-operating with the League in the celebration:—The Boys' Brigade, the Church Lads' Brigade, the London Diocesan Church Lads' Brigade, the Navy League, the Boys' Life Brigade, the Boy Scouts' Association, the Girl Guides, the Girls' Life Brigade, the Church Nursing and Ambulance Brigade, the Foundling Hospital, Newport

Market Military School, and Dr. Barnardo's Homes Brigade. Further particulars will be given in due course.

Gifts to the Colonial Regiments.

The Secretary of State for the Colonies has forwarded to the League copies of despatches received from the Governor of Nyasaland and the Officer Administrating the Government of the East Africa Protectorate, expressing the thanks and appreciation of both the civil and military communities in the Protectorates for the gifts of the Union Jack and Shield to the King's African Rifles. Mr. Walter Long asks that these despatches shall be brought to the notice of the Chairman and members of the League of the Empire, and that the sentiments expressed in them be conveyed to Her Royal Highness Princess Alice, Countess of Athlone.

Communications from the Islands of Jamaica, Barbados and the Falkland Islands will be given in subsequent numbers of the MAGAZINE, as well as Miss Chamberlain's letter to the Governor of Bermuda offering the gifts, on behalf of the women and children of the British Isles, to that Island.

Government House,
Zomba, Nyasaland,
20th August, 1917.

Sir,

I have the honour to acknowledge the receipt of your Miscellaneous despatch of the 5th June on the subject of the presentation by Her Royal Highness Princess Alexander of Teck on behalf of the League of the Empire of a silk Union Jack and Commemorative Shield to the King's African Rifles and other Colonial Forces.

I have caused the account of the presentation with your despatch to be published in the Official Gazette and the Local Press, and it has afforded lively satisfaction not only to the 1st Regiment of the King's African Rifles, but to all the inhabitants of Nyasaland. On my own behalf and as their spokesman I would ask that our appreciation of this gracious act may be expressed to Her Royal Highness and the ladies of the League of the Empire who have been instrumental in marking in so appropriate and pleasing a manner the good work and loyalty of the native races during the present war and in the cause of freedom and justice. We thank you also, Sir, for your recognition of the services rendered by the local forces, the Civil Staff and the Native Chiefs in support of the operations which have now continued for three years in East Africa. General Northey, on behalf of all the forces under him, and Colonel Hawthorn, Commanding the 1st King's African Rifles, for the officers and men of that Corps, especially desire that the expressions of their gratitude may also be conveyed at the same time.

I have the honour to be, Sir,
Your most obedient humble Servant,
(Signed) G. SMITH,
Governor.

The Right Honourable
The Secretary of State for the Colonies.

East African Protectorate,
August 28th, 1917.

Sir,

I have the honour to acknowledge the receipt of your Miscellaneous despatch, dated the 5th June, transmitting an account of a ceremony at which Her Royal Highness Princess

Alexander of Teck presented on behalf of the League of the Empire silk Union Jacks and Commemorative Shields to the King's African Rifles and other Colonial Forces.

I have caused the despatch and its enclosures to be published in an extraordinary issue of the Official Gazette, a copy of which has been sent to every European member of the Protectorate service in addition to the ordinary recipients.

I enclose a copy of a letter from the Commandant of the King's African Rifles, acknowledging the intimation of the presentation of these emblems, and on behalf of the civil establishment of the Protectorate I venture to tender to yourself my deep gratitude for your generous appreciation of their efforts, which I am confident will be learnt by them with the greatest satisfaction.

I have the honour to be, Sir,
Your humble obedient Servant,
(Signed) C. C. BOWRING,
Acting Governor.

The Right Honourable Walter Long, P.C., M.P.,
Secretary of State for the Colonies.

Headquarters Office, King's African Rifles,
Nairobi, 17th August, 1917.

Sir,
I have the honour to acknowledge receipt of the copy of an extraordinary issue of the Official Gazette containing an account of a ceremony at which Her Royal Highness Princess of Teck presented, on behalf of the League of the Empire, silk Union Jacks and Commemorative Shields to the King's African Rifles and other Colonial Forces, which copy was forwarded under cover of the Honourable the Chief Secretary's memorandum No. S. 16743/5 of 7th August, 1917.

It is a matter of great satisfaction to all ranks of the King's African Rifles that on this, the first occasion on which they have been called upon to fight against the forces of a great European Power side by side with British and Native troops from other parts of the Empire, they should have earned such approbation.

We feel much gratified by the sentiments which prompted the presentation and the emblems will always be highly prized by us.

On behalf of all ranks of the King's African Rifles, both British and Native, I wish to express our sincere appreciation of the honour received and I should be glad if your Excellency would transmit this expression to the Right Honourable the Secretary of State for the Colonies and through him to H.R.H. Princess Alexander of Teck, the Chairman and Members of the League of the Empire.

I have, &c.,
(Signed) E. H. LLFWELLYN,
Brigadier General,
Commandant, King's African Rifles.

His Excellency,
The Acting Governor of the East Africa Protectorate.

Empire Day Flag Day.

On May 24th the League will hold an Empire Day Flag Day in London under the patronage of the Lord Mayor. The object is the establishment by the League of a permanent Headquarters in London for teachers from Overseas.

It is intended that this centre shall commemorate the great services rendered by teachers throughout the Empire in this War—services which include not only active fighting and commanding in the field, but every form of home

service given in their leisure hours and above all, it may be said, in honour of their unique influence in the cause of a high and enlightened patriotism which to no small extent has produced the wonderful examples we have seen of supreme sacrifice with cheery and unselfish comradeship, never before so apparent in any great war; thus showing in this first Empire crisis how our national education has proved itself in the characters it has produced.

It is hoped that teachers at home will join the League in helping to provide a suitable Headquarters for comrades coming from other parts of our Empire (and, indeed, from any of the Allied countries) to visit England either for purposes of study or pleasure.

In this centre it is proposed that the names of those teachers who have fallen in this war be recorded and a register kept of all who have served. It is hoped that some historic house, or one, at any rate, of public interest, may be obtained, so that the memorial may be in all ways a centre of deep interest to those from other parts of the Empire.

Later on some travelling scholarships may be provided in connection with the scheme, and in any case arrangements will be made by which teachers may the more economically spend time in London whether for study or refreshment.

A great opportunity is offered in this scheme for all to pay their debt "to the teacher," whether it be the personal obligation or that great public debt which has already been rendered count by count in each stage of the world's advancement.

Shakespeare and Music.

A lecture was given by Sir Frederick Bridge, C.V.O., on Shakespeare and Music in the Theatre of Burlington House (by kind permission of H.M. First Commissioner of Works), on Saturday, March 16th, at 5 p.m., in aid of the Kitchener Souvenir Fund of the League of the Empire. The lecture was illustrated with songs given by the Choristers of Westminster Abbey (by kind permission of the Dean). The lecture was under the patronage of H.R.H. Princess Beatrice, also of the Archbishop of Canterbury, the Lord Mayor, Miss Mary Anderson, Miss Ellen Terry, Sir Johnstone Forbes-Robertson, Sir Alexander Mackenzie, Sir Henry Wood, Professor Bradley, Sir Sidney Lee, Sir John Macdonell and others well known in the literary and musical world.

The Kitchener Souvenir Fund was started in June, 1916, with the approval of the King, in order to present a memento of Lord Kitchener to all Officers, N.C.O.s and Privates who have been permanently disabled in the Great War. The Souvenir takes the shape of a volume of Shakespeare's works. About 1,300 copies have already been distributed, and extracts showing the appreciation of the recipients will be found in this number of the *ALL RED MAIL*. Contributions to the Fund will be gladly welcomed.